

**THE USE OF FACILITATED MENTORING TO IMPROVE THE COMPETIENCIES  
OF FUTURE MANAGERS ON ORLANDO FIRE DEPARTMENT**

EXECUTIVE DEVELOPMENT

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## **ABSTRACT**

Between 20 and 25 years ago the Orlando Fire Department added a forth shift which resulted in an almost 25 percent increase of staffing. Within the next few years this group will be eligible for retirement. Almost all of the present managers are from this era which would result in an all-encompassing change in management personnel. The problem was the training of prospective managers on Orlando Fire Department was not sufficient to prepare them for future management positions. The purpose of the research project was to investigate the usefulness of a facilitated mentoring program to develop future managers for Orlando Fire Department and make recommendations for organizing such a program.

The project employed action research to (a) determine the shortcomings of the present process used for preparing employees for management positions, (b) decide if the mentoring process presently used in business will work for developing managers on Orlando Fire Department, (c) define the components of a facilitated mentoring program, (d) identify the attributes needed for a positive mentor/protégé relationship to occur, (e) determine how the mentoring process can be put to use on Orlando Fire Department to build future management staff, and (f) identify what the expected results should be from a formalized mentorship program within Orlando Fire Department?

The procedure used involved a review of literature from the National Fire Academy's Learning Resource Center, the Internet, and the Orlando Public Library. All relevant information on mentoring was then organized into specific subjects and the material not used was discarded. Recommendations for a facilitated mentoring program were organized based on the information gained during the research.

The research found that despite the prevalence of mentoring programs in the private sector there was no organized mentoring programs found being used in the public fire service. The recommendations resulting from this research indicated a need for a facilitated mentoring program on the Orlando Fire Department. It was also noted that a mentoring program should be only one part of a continuous preparation program to develop managers throughout the organization. With the noted successes of management mentoring programs within the private sector, coupled with the need for good management practices in the public fire service, a facilitated mentoring program on Orlando Fire Department could streamline the preparation of managers for their expected progression in the ranks.

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## INTRODUCTION

The Orlando Fire Department was established in 1886 and is one of the oldest fire departments in the State of Florida. Orlando has gone through many growing pains during the past several decades as a direct result of the booming entertainment industry found throughout Central Florida. The fire department has responded to this vigorous growth by expanding the size of the department and the services provided to its citizens.

In the early 1970's the fire department made a commitment to provide advanced life support (ALS) services, which included four ALS rescue units and 35 paramedics. It was also during this time that the department established a fourth shift and increased its personnel by 25 percent. By the mid 1980's these ALS services were available at every one of the ten fire stations. Since that time, the department has expanded to twelve fire stations, located in three districts which include: 13 ALS pumper trucks, seven ALS rescue vehicles, and four basic life support tower companies. The department employs 325 firefighters and another 30 administrative and support staff.

The department also offers other specialty services including: hazardous materials response, dive rescue, high and low angle rope rescue, confined space rescue, an emergency medical services bicycle team, and a community health immunization team. Each of these special teams falls under the supervision of one of the district chiefs who's responsibilities include staffing, budgeting, and insuring that the training requirements are met. These same district chiefs are responsible for the daily activities of their assigned district (Appendix A).

The problem facing the Orlando Fire Department in the next three years is related to the rapid growth experienced 20 to 25 years ago. During these next years the Orlando Fire Department will experience an all-encompassing turnover in management staff allowing many

less tenured officers to take the ranks in middle and upper management. These officers are expected to become members of management with limited training, a limited knowledge of management responsibilities, and reduced support from peers as a result of the retirements from the upper ranks.

The purpose of this research project is to develop recommendations for a facilitated mentoring program that would hone the management skills for those fire department personnel striving to become members of the management staff. Furthermore, the program can enhance the skills of those already holding management positions through learning mentoring skills to guide these future managers. Through a facilitated mentoring program the fire department can prepare for the large turnover in management staff that is expected to occur during the next three years as a result of the 25 percent increase of personnel that took place in the mid 1970's.

The action research method was employed to answer the following questions:

1. What are the shortcomings of the present process used for preparing employees for management positions?
2. Can the mentoring process presently used in business work for developing managers on Orlando Fire Department?
3. What are the components of a facilitated mentoring program?
4. What are the attributes needed for a positive mentor/protégé relationship to occur?
5. How can the mentoring process be put to use on Orlando Fire Department to build future management staff?
6. What are the expected results of formalizing a mentorship program within Orlando Fire Department?

## **BACKGROUND AND SIGNIFICANCE**

In October of 1998 the Orlando Fire Chief Donald Harkins, Junior called for a meeting with several of the high performing chief officers on the department. This meeting was held to discuss ideas for improving the performance and skills of future management staff and insure an influx of qualified, eager, and high performing managers. Some of the ideas brought forward included providing formalized management classes, additional in-house management training, job shadowing and coaching. Although many ideas were tabled no consensus was reached on the direction of this needed training, but the importance of such an organized program was stressed.

In the mid and late 1970's the Orlando Fire Department expanded the personnel to accommodate a fourth shift. This in essence increased the size of the department by 25 percent. Now, almost 25 years later the fire department is facing a complete turnover in mid and upper management that could occur over a three-year period. The situation is further complicated by the fact that there is presently no formalized program in place to prepare the line staff for the positions that will be available on the management level.

Historically, management training on the Orlando Fire Department has occurred through a combination of methods. Each step in promotion requires a level of formal education with an increase in this requirement needed for each step in rank. The educational requirements focus on the functions of the company officer such as: fire ground command, fire prevention, building construction features, and inspections. There is little personnel or business management training mandated, to become qualified to advance in the ranks. The educational requirements established by the City of Orlando are found in Appendix B.

Fire department personnel rise in the ranks from firefighter to engineer and lieutenant through competitive promotional exams. Each promotional step has educational requirements consistent with the duties of a company officer and fire scene management. Except for an employee counseling session during the assessment center process for the lieutenants test there is no formal management skills training.

The entry management position on the Orlando Fire Department is the rank of district chief. The promotional criteria for this rank step also includes an educational requirement and a testing process but the selection is not based on the scores achieved through the testing. Instead the candidate is selected based on experience, proven performance, level of education, and a willingness to take on the additional responsibilities. Although management skills may be part of the assessment criteria, there is still no formal management training mandated to those entering the middle management role.

As an entry-level manager a newly promoted district chief is placed in charge of four stations, up to nine lieutenants, and 35 engineers and firefighters. The responsibilities of the position includes: arranging the daily schedule by assigning personnel to stations and units both on a permanent and daily basis, taking command of first alarm emergencies, and coordinating the scheduling of training for the four stations comprising each district. Usually, a new manager easily masters these skills. Additional duties of a district chief includes handling personal issues among the firefighters, placing personnel in the positions necessary for the betterment of the department, dealing with politically sensitive issues as needed, and developing and managing new projects for the department and City of Orlando. Those first entering a management position go through a paradigm shift insofar as the decisions made at management levels effect the entire department rather than only the functioning of a single station or unit as previously



experienced at the company officer level. These needed skills and thought patterns are more difficult to master and newly promoted managers are usually poorly equipped and prepared to handle these challenges.

The areas that appear the most challenging for new managers are the skills necessary to council subordinates, set guidelines for performance, defuse personality conflicts, and focusing decisions based on the mission and goals of the department as a whole. Other skills that appear lacking include: (a) recognizing when the need for change is beneficial, (b) identifying what is needed to build teamwork and guide the district into better productivity, (c) developing quality programs, and (d) providing the research and development needed to keep the department progressive and up-to-date with its fire, rescue, and emergency medical practices.

It does appear that the fire department managers get better with time. They learn through trial and error what works and what does not work. With time and little guidance some also learn what types of additional functions are needed to better the department and maintain its progressive nature. In other words, tenure in the position brings wisdom. On the other side of this issue is the belief that older managers are less flexible, less willing to change with the times, and less willing to try new ideas. Fire service jargon refers to these middle age managers as a “dinosaurs”, when in reality many of these managers hold a wealth of knowledge and wisdom learned through the experiences spanning 20 years or greater.

Because of the experienced shortcomings of the past management staff and the expected rapid turnover during the next three years the issue of preparing future managers is vitally important to maintain the stability and progressiveness of the department. It is imperative that all learning organization use the knowledge earned over a long career to guide the future decisions made by managers. Through a facilitated mentoring program new managers and those expected

to become managers can be guided by the leaders of the organization that have learned, through experience, what it takes to manage the Orlando Fire Department efficiently and maintain its progressive culture into the future.

Implementing a mentoring program within the Orlando Fire Department would directly link to Unit: 5, Following and Leading, presented in the Executive Development Class. During that portion of the class there was a great deal of emphasis placed on following and leading and what it takes to be good at both. A true mentoring program will hone the skills of both the leader and the follower allowing both the opportunities to learn from each other.

## **LITERATURE REVIEW**

Like many of our most valued traditions, mentoring has its roots in Greek mythology. Homer in the *Odyssey* chronicled the most famous instance of mentoring. Homer describes that around 1200 BC, the adventurer Odysseus was ready to leave for the siege of Troy. Before sailing, he appointed a guardian to his household. For the next ten years, this old and wise guardian acted faithfully as teacher, adviser, friend, and surrogate father to Telemachus, the son of Odysseus. The guardian's name was Mentor (Aubry, 1995). It is through this story that the mentoring relationship was born. To be a true mentor one must put the welfare of another first and strive to teach, guide, and advise a protégé through the trials of their career (Kotef, 1998).

The private sector has long recognized the need to develop good leadership and management skills. Ineffective management generally results in a loss of productivity, profits, and eventually bankruptcy. Businesses have relied on the research developed by practitioners such as Mager, Fredrick, Maslow, and McGregor to provide guidance in management style and practice. The foundation provided by these early masters of management philosophies has been

built upon by more recent practitioners like Peters and Blanchard who recognized the need to change and update the outdated practices (Darrow, 1991).

The public sector has been much slower to recognize the need to improve its skills in management. Having roots in the military style of autocratic management the change is still not broadly accepted. In the past the fire service did not have to prove its worth to the citizens as it was always viewed as a needed service. Today, that perspective has changed because our citizens are better informed and now expect more for their tax dollars, accountability for their public services, and a reluctance to pay higher taxes to support public service. There is also the new challenge of competition facing the public service fire departments. Competition comes from both outside and inside the municipalities. Outside competition comes in the form of private agencies bidding to provide the fire protection efforts for less. Inside competition comes from a constant struggle by all public service providers for the tax dollars to improve their services and expand their functions.

Progressive fire chiefs around the nation have recognized the need to improve the skills of managers and have responded by requiring middle and upper management personnel to complete programs such as the Executive Fire Officer program through the National Fire Academy or the Executive Development Program through the International Association of Fire Chiefs. Others have required a specific formal education to rise in the ranks or recruit managers from outside their department who possess the skills necessary to guide their departments. In any case the fire service of the future will require more skills than those learned in the firehouse or fire ground.

### **Mentoring as a Management Process**

The Greeks based the relationship of mentor and protégé on the basic principle of human survival. Humans learn skills, culture, and values directly from other humans whom they look up to or admire (Owen, 1991). Mentoring on a social and survival level has been part of human development since the beginning of time. It had long been customary for young males to be paired with older males in the hope that each boy would learn and emulate the values of his mentor, usually a friend of the boy's father or a relative. This concept later developed into the relationship termed, godfather or godmother in today's society.

At the turn of the century businesses applied the mentoring principle using a master/apprentice relationship that eventually transformed into the employer/employee relationship common later in the industrial society. Much of the practice of mentoring crumbled with a shift away from traditional methods of doing business toward methods to increase profits. These principles were eventually completely lost during the turbulent era stimulated by unions striving for better working conditions, which resulted in workers turning against management (Owen, 1991).

Since the 1970's there has, once again, been great attention paid to both informal and facilitated mentoring relationships and the positive impact these relationships make in the business world. To provide better and more diverse service, companies have grown into large impersonal conglomerations. As companies grow larger and less personal, the need for person-to-person mentoring grows.

Mentoring has been described as "an American management innovation" (Owen, 1991, p. 9). While there are numerous formal training programs inside and outside business organizations, mentoring is an important form of training and development that can be

accomplished through a continuous process involving little or no cost to the organization. While some companies, such as the Procter and Gamble, have chosen to formalize the process, informal mentoring involving an executive taking a younger, less experienced employee under his wing, occurs more frequently within the private sector.

Mentoring has many definitions but within the business world it is best defined by Marna Owen (1991) as “a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies” (p. xiv). This is significantly different than the definition of a role model who may not even know that their actions are being emulated by a follower. The mentor, unlike a role model, takes an active role in the success of the protégé. In a facilitated mentoring process there is typically one mentor to one protégé, and each knows what is expected of the other.

For mentors to function for the betterment of any organization there must be rules set and functions identified between the mentor and protégé. These functions are discussed and agreed upon when the facilitated mentoring program is started and a periodic review of these functions done to keep the process efficient and on track. Merna Owen (1991) listed some of the functions that a mentor should perform. These functions include:

- Act as a source of information on the mission and goals of the organization.
- Provide insight into the organization’s philosophy of human-resource development.
- Tutor specific skills, effective behavior, and how to function in the organization.
- Give feedback on observed performance.
- Coach activities that will add to experience and skill development.
- Serve as a confidant in times of personal crises and problems.

- Assist the protégé in plotting a career path.
- Meet with the protégé at agreed time intervals for feedback and planning.
- Agree to a no-fault conclusion of the mentoring relationship when, for any reason, the time is right.
- Maintain the integrity of the relationship between the protégé and the natural boss.

According to Owen (1991) mentoring works in improving the skills and abilities of future managers. Evidence of this was recently provided by Michael Miller (1998) who stated that Accountemps, a temporary staffing service, conducted an independent survey of 1,000 executives from the nation's 150 largest companies, about the importance of mentoring. The study found that of the three-quarters of the respondents, who said they personally have had mentors, 63 percent reported the greatest benefit is gaining a confidant and advisor. Furthermore, 94 percent of those polled said that having a mentor is important for professionals just beginning their careers.

Donna Darrow (1991) identified four key components that should be considered for management training that is adaptable to the fire service. Those components are:

- Complement the departments mission statement.
- Complement your management style.
- Complement your corporate culture.
- Facilitate change from current to future orientation.

The ability to manage and lead will be a true test of fire service managers in the future. It is apparent that with the changing time including greater public awareness, increased accountability for actions, tighter budgets, and competition the fire service must rely on better management

style and perform more as the private sector does by increasing production through more efficient management.

### **Expected Benefits from a Mentoring Program**

There are many benefits to mentor relationships for both involved in the relationship. Mentors receive a feeling of pride in watching someone grow within an organization as a result of the advice and counsel he or she has provided (Basile, 1998). Protégés are also rewarded in the form of insight and advice that would have taken years to develop. Facilitated mentoring pairs a seasoned manager with one less experienced to discuss work-related topics. The relationship should achieve a broad spectrum of goals and according to Hildebrand (1998) these goals should include:

- Building a stronger relationship between management and staff.
- Sharing business information.
- Developing a line of succession to replace management personnel.

Other goals of mentoring include, using the program to motivate staff and increase their productivity (Hildebrand, 1998). Facilitated mentoring program can also be used to guide minorities and protected classes in career development. A facilitated mentoring program aimed at creating diversity within an organization's management staff can develop future leaders needed in management positions. On the other hand informal mentoring programs, where a mentor selects a protégé or vice-versa, has the tendency to miss the needs of women and people of color (Owen, 1991). Owen states, "Interacting with people who look different or behave differently takes more energy than some people want to give to a situation" (p. 178).

The mentor and protégé are not the only ones to benefit from the relationship. Many immediate and long lasting benefits can be felt by the organization itself. Karen Hildebrand

(1998, p. 66) has identified several reasons an organization should sponsor a facilitated mentoring program. These reasons include:

- To motivate and retain staff.
- To increase trust between management and employee.
- Preserve institutional memory.
- Receive feedback from the front line.
- Share information.
- Raise skill levels.
- Train cross-functionally.
- Create future leaders.
- Meet diversity goals.
- Reduce turnover.
- Create a multiskilled work force.

She further states that mentoring is “an inexpensive way to tap into your company’s talent to groom future leaders” (p. 66).

Mentors who are effective teachers allow their protégé the “right to make mistakes” (Hill, 1992, p. 220). She also states that by allowing protégés to make mistakes they learn to manage risk, both intellectually (weighing options and risks) and emotionally (coping with personal stresses) (Hill, 1992). By their actions mentors lead their protégé to broaden their perspective and think like a manager about the aspects of doing business thus lessening the paradigm shift experienced when moving from a staff position into management. Ellen Koteff (1998) thinks that the stimulus provided by a mentor may cause the protégé to rise above the professional level of the mentor. The process tends to encourage the self-motivation and a learning attitude from



the protégé as well as the mentor as well as creating a cycle of protégé becoming mentor for the next generation of managers. One of the most dramatic examples of this binding relationship occurred between the late Colonel Harland Sanders and his mentoree Dave Thomas of Wendy's fame. In turn Dave Thomas has chosen to mentor Denny Lynch, Chief of the Board of Directors for Wendy's. "To cite an old adage, what goes around comes around" (Kotef, 1998, p. 31).

### **Pitfalls of Mentoring**

"Traits of a good mentor are effectively practiced only in organizations that reward experimentation, support learning, and eliminate barriers to imagination. Learning organizations will be the surviving enterprises of tomorrow, and the leaders who remain in these organizations will be those most adept at helping others learn" (Bell, 1996, p. 217).

Many believe that mentoring programs cannot be mandated or made to work solely by policy or structural change. The hardest part to making a mentoring program work is the behavioral change that must occur with the decision-makers and participants of the program. Without a buy-in by all of the participants the program is destined to fail. Owen (1991) states, "No amount of structure will cause a desired program to work unless there is a systematic means for bringing about the necessary behavior change of those responsible for the results" (p. xvi). Bell (1996) also believes that mentoring is spontaneous or informal, and cannot be structured.

Linda Hill (1992) sites several other reasons for the failure of a facilitated mentoring program. These reasons include:

- Senior people may be poor at providing feedback and developing subordinates.
- Mentors are given little incentive to spend time on these activities.
- Protégés do not trust their mentors and are unwilling to admit their shortcomings and problems.

- Both parties have unrealistic expectations of what can be accomplished in such relationships.

Marna Owen (1991) also describes problems that can occur as a result of a facilitated mentoring program. She listed these possible problems:

- The relationship between mentor and protégé works best when both are alike. Since most U.S. businesses and in the government the majority of senior managers and administrators are still white males it is difficult for minority protégés to find and develop a relationship with a mentor.
- Jealousy results when mentoring programs are not well publicized.
- There is a perception of favoritism. Labor unions who represent employees may object to the targeting of specific individuals for future managerial positions.
- Skepticism by those outside of the program.

Even programs that are active and working are met with problems and complications. Some of the other complications that may occur during a facilitated program have been identified by Owens (1991) as:

- The perception that needs are not met.
- The mentor is too possessive.
- Personality clashes.
- Protégé is too ambitious.

Mentoring programs can also be derailed by just one act of indiscretion. When the success of a program such as this is so dependent on the relationship that is fostered between mentor and protégé it may be expected that there will be misuse of such power. An example of this power held over a protégé could be argued in the Bill Clinton and Monica Lewinski relationship. It has been theorized Lewinski, who was a novice on Washington politics and professional life, was

trying to learn from a wiser, more seasoned professional about the subtle ingredients of success. “Who better to learn from than the most powerful man in the world” (Barna, 1998, p. 23)? A relationship developing this type of outcome would definitely cause the reevaluation of a mentoring program (Barna, 1998).

### **Traits of a Good Mentor**

Mentors are the model employees, usually with many years of tenure, in an organization who takes pride in the advancement and successes of those who are advancing in the ranks (Bell, 1996). In 1959, social psychologist Erik Erikson described a state he called “generativity,” an attitude of caring for others and a decision to help others benefit from one’s own knowledge and experience (p. 78). This usually occurs in mid-life and is judged as a positive stage of maturity. Psychologist Gail Sheehy (1981) added to the studies of Erikson by stating, “For those who face this major passage and make peace with themselves, the mid-forties can bring a strengthened sense of self and a refreshed sense of purpose, ushering in a stage of renewal in the fifties that can be a gateway to life’s most confident and satisfying years” (p. 63).

Unfortunately, by the time an employee experiences “generativity” during midlife they are seen as being in a dangerous stage where their skills are no longer up to date and one’s contribution is of questionable use. Because employees reaching midlife within a company are led to questioning their own worth and are left wondering if they could really make it in another job market. As a consequence, they try to hang on until retirement not taking risks or attempting extra productivity but instead, only try to make it to retirement. This is not very productive for those personnel that, according to Sheehy (1981), should be our most “confident and satisfying years” (p. 63).

### **Identifying Mentors and Protégés**

An individual may be an excellent employee and an excellent role model but not have the skills to succeed as a mentor. Several specific skills identified by Owens (1991) are necessary to be a successful mentor. The hallmark qualifications of a master mentor include (Owens, 1991):

- Strong interpersonal skills
- Organizational knowledge
- Exemplary supervisory skills
- Technical competence
- Personal power and charisma
- Status and prestige
- Willingness to be responsible for someone else's growth
- Ability to share credit
- Patience and risk taking

Beyond having these traits, Everitt and Murray-Hicks in Marna Owen's book (1991) states that mentors are expected to possess the following characteristics:

- Willingness to assume and visibly demonstrate leadership.
- People oriented behavior.
- Regarded as successful in the Firm.
- Willingness to assume responsibility and accountability as a mentor.
- Knowledgeable about the Firm's goals, policies, functions, communication channels, training programs, etc.
- Willingness to help set development goals, coach, and give feedback.
- Aware of resources available within and outside the Firm.

- Committed to the development of staff.
- Willingness to share personal experiences relevant to the needs of the participants.

Chip Bell (1996) has even developed a self-check scale for determining one's talents for becoming a mentor. Bell's "Mentor Scale" (p. 39-41) is reproduced in Appendix E.

Protégés should also be carefully selected based on their desire to learn and their willingness to rise in the ranks of an organization. The criteria for protégés are not as rigid because the goal of a mentoring program is to develop these individuals into managers. If the goal of the program is to target minorities or protected classes these individuals should be selected and encouraged to enter the program. If, on the other hand, the goal is to identify those promising individuals in an organization that are expected to rise in the ranks, regardless of race or class, and the organizations goal is to fast-track their development, an appointment or election program may work best. Other programs intended to give those persons who desire, but are not singled out or selected, to excel and learn how to become managers, a voluntary program may work best (Owen, 1991).

Recruitment strategies may include having the management staff nominate candidates for the program or even advertise the program to the personnel. Owen (1991) states that if advertisement is selected as a means of recruiting possible candidates, several rules should be followed. First, describe in detail the responsibilities of both the mentor and protégé. Make the description of the program factual and realistic. Second, make it easy for candidates to respond by preparing a simple form for volunteers or nominators to use. Third, screen candidates for readiness. The screening process should determine the expectations of both the mentors and protégés. Lastly, make the match between the protégé and the mentor based on the findings and expectations.

The literature review identified many uses of mentoring in the private sector. In fact many publications also list rules to follow and expected results from such a program. Because there is a lack of published material related to the use of this type of program in the public fire department, the institution of such a program on Orlando Fire Department would represent the breaking of new ground. Although a facilitated mentoring program may be new to the fire service, its successes in business are well documented, leaving an impression that facilitated mentoring could be very useful to Orlando Fire Department's management training.

## **PROCEDURES**

A list of questions were developed to identify how the Orlando Fire Department is presently preparing prospective managers for future positions, to determine if a formal mentoring program can assist in the development of these managers, and what kind of results can be achieved through a formalized program of mentoring.

The action research method was employed to answer the following questions:

1. What are the shortcomings of the present process used for preparing employees for management positions?
2. Can the mentoring process presently used in business work for developing managers on Orlando Fire Department?
3. What are the components of a facilitated mentoring program?
4. What are the attributes needed for a positive mentor/protégé relationship to occur?
5. How can the mentoring process be put to use on Orlando Fire Department to build future management staff?

6. What are the expected results of formalizing a mentorship program within Orlando Fire Department?

Research involved a review of literature from the National Fire Academy's Learning Resource Center, an Internet periodical review, and library research from the Orlando Public Library's business section. The information was compiled and organized into common themes for review. Duplicate and non-relevant material was discarded. Each question was then reviewed and answered. Recommendations for the development of a facilitated mentoring program were then organized based on the information gained during the research.

### **Definition of Terms**

Company Officer – On Orlando Fire Department the company officer holds the rank of lieutenant. This is the highest staff rank before entering the management level. See appendix A for an organizational chart of Orlando Fire Department.

District Chief – This is the entry rank step into management on Orlando Fire Department. See appendix A for a complete organizational chart.

Facilitated Mentoring Program - The pairing of a mentor and protégé where the progress of the relationship is facilitated by the organization to insure beneficial results for the mentor, protégé, and organization itself. A formalized form of mentoring program.

Informal Mentoring - The pairing of a mentor and protégé that has taken place out of a desire of a more knowledgeable individual to guide a younger more less experienced individual without guidance or facilitation from an organization.

Lieutenant – The company officer Orlando Fire Department and is assigned to a functional unit such as a tower truck or pumper truck. This rank is responsible for the actions of the engine or tower crew. See the organizational chart in Appendix A.

Mentor - One who takes responsibility for the guidance of one less experienced and less knowledgeable than him/herself. Literature has used other names for this process to include coach, adviser, counselor, experienced leader, advocate, sponsor, godfather, and godmother. A true mentor is one who acts for the betterment of the protégé even with the act will not benefit the mentor.

Protégé – One who is guided by a mentor and willingly accepts suggestions, feedback, and guidance from his/her mentor. Protégés have also been called mentee, candidate, apprentice, aspirant, advisee, counselee, trainee, and student.

Role Model – One whose behavior is modeled by those admiring him or her. In many cases the role model does not know about those who follow them.

### **Assumptions and Limitations**

While conducting the literature review at the National Fire Academy's Learning Resource Center, through Internet searches, and at the public library, a vast amount of information could be located on the prevalence of facilitated mentoring programs from across the country in the private sector. As prevalent as these mentoring programs were there was no literature of facilitated mentoring programs either presently being used or attempted in the public service fire departments. Because this project will develop recommendations for the first mentoring program of its kind, the finalized program will only be accomplished after a several year review, continuous modifications, and the monitored success of the protégés entering the program.

It is also realized that a facilitated mentoring program alone cannot provide all of the knowledge and skill necessary to become outstanding managers. A facilitated mentoring



program should be used in conjunction with other management training programs including those found in colleges and universities and in-house management training programs.

Possessing the personal experience of 23 years in the fire service, this author realizes that informal mentoring exists as part of the culture of the fire service. Informal mentoring is common on each engine and truck company where an admired command officer guides his or her subordinates in career development decisions. Unfortunately, there is little guidance provided for the officers to hone their skills as a mentor and may provide information to their protégés that is ambiguous or misleading. By developing this informal practice into a formal, facilitated program the fire service could gain the same benefits from mentoring practices as many of the nations leading industries have.

## **RESULTS**

### **Answers to Research Questions**

Research Question 1. What are the shortcomings of the present process used for preparing employees for management positions?

The shortcomings of the present process in selecting and preparing employees for management positions lies, in part, on the qualification criteria set by the department for entry level managers. Presently, a minimum formal education is mandated prior to testing for the management entry position of district chief. The educational requirements for this position are outlined in Appendix B. The educational requirements include only a small portion of management principles and practices. In addition to the formal education requirements the promotional testing procedure presently used by the fire department include a portion on handling personnel issues and managing situations. Although the testing is thorough and

identifies those candidates who are best suited for the position it not all encompassing of the challenges truly presented to managers on Orlando Fire Department. The candidate's success in these and other areas of testing places him or her on a list of qualified individuals for the management position.

In the past, most managers learned from practice. Once they were promoted, other managers at the same level or higher would guide them in their decisions and offer unofficial advice. Through trial and error over an extended period of time a manager would hone his skills and become efficient in the job function. Those managers who became more interested in the art of management would read about or attend classes on management philosophy, but this only occurred with managers who were interested in improving their skills through an external means and only on a voluntary basis.

As a result of this process new managers were not always efficient in their job function and without proper guidance from peers or supervisors may never become efficient. Although, quite possibly by accident, this process has produced some excellent leaders for the fire department, it has also produced leaders who have never excelled in their duties and continue to flounder when issues needing management guidance arise.

The haphazard means of preparing our future managers will become an issue of great importance over the next three years when an almost complete turnover in management staff occurs through the natural retirement process. Developing a formalized process for preparing our future leaders is now more important than ever.

Research Question 2. Can the mentoring process presently used in business work for developing managers on Orlando Fire Department?

Facilitated mentoring has been termed “an American management innovation” (Owen, 1991). There is no doubt that the process of pairing a more seasoned, and knowledgeable, manager with an employee that, not only shows promise but also has the enthusiasm to learn, is a successful match. Although there has been no effort to develop a formalized mentoring program in the fire service, the principle of mentoring, on an informal basis, has been present since the formation of fire companies. Company and chief officers have had the ability to lead their followers using a combination of respect and unquestionable knowledge of fire behavior and building construction. It was these traits that formulated the groundwork for managers during past times. Firefighters would emulate these combat leaders in a role model fashion so that one-day they could advance in the ranks and succeed in the leadership role.

Today’s fire service has become a complex mix of public service, public relations, accountability, finance expertise, as well as providing emergency fire and rescue services. Successful fire service leaders have learned through experience the principles of management needed to excel under the conditions present in today’s society. By combining the lessons learned by successful fire service managers with the techniques of mentoring, developed by private industry, a successful management-training program can be developed to efficiently prepare our managers for the future.

### Research Question 3. What are the components of a facilitated mentoring program?

There has been many models generated about how a mentoring program should be organized and what components are necessary to make a mentoring program work. The first step in determining what components are needed for a mentoring program is to define the process, as it will be used in the organization. The most thorough definition identified in the research was

offered by Merna Owen (1991) who defined mentoring as “a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies” (p. xiv). Therefore, the necessary components of a facilitated mentoring program are the mentor, the protégé, a list of goals to be accomplished through the relationship, and a monitoring process done either through a coordinator or a panel identified by the organization being served by the process. Several models of mentoring programs are found in Appendixes C and D.

Research Question 4. What are the attributes needed for a positive mentor/protégé relationship to occur?

The attributes needed for such a relationship to be successful must be present on both sides of the paired workgroup. Mentors must possess traits that facilitate a leadership/teacher role and have the knowledge and desire to improve subordinates standing in the business. The literature review found an example of the positive traits needed to become a master mentor. The traits included (Owen, 1991):

1. Strong Interpersonal skills. Because the mentor role demands a close working relationship, the best mentors will be those that enjoy working with people more than they like working alone or working with things.
2. Knowledge of the organization. The most efficient mentor is one who knows the vision and long-range goals of the organization. This mentor must also have good communication pathways to access information needed to guide a protégé.
3. Exemplary supervisory skills. For the mentoring process to be successful a mentor must possess management skills essential for competent performance. These skills are:

- Planning performance to include setting objectives, creating action plans, estimating the resources needed, and scheduling time.
  - Appraisal of performance to include observing another's performance, evaluating it, and developing the appropriate type of feedback.
  - Ability to provide feedback to clearly reinforce positive performance and coach to improve performance.
  - The ability to model through demonstration the desirable techniques for task performance.
  - Ability to appropriately delegate tasks to persons capable of performing those tasks.
4. Technical competence. The mentor who draws from a broad background can offer a variety of examples and a deep, rich experience to the protégé.
  5. Status and prestige. Status and prestige are important because only a high status mentor will know the organization well enough to guide someone else. Furthermore, people are likely to emulate someone who is perceived as having prestige.
  6. Personal power. This trait includes a positive regard and respect for others in the organization.
  7. A willingness to be responsible for the growth and success of a protégé. A mentor who is secure about his or her own competence is likely to be generous with the time they devote to help a protégé grow.
  8. The ability to share credit. Good mentors will neither claim the protégé's work as their own nor attribute their own work to the protégé.
  9. Having patience during risky situations. The ability, patience, and courage to allow a protégé to risk and fail while only providing support is one of the most difficult traits to have.

Another way to self assess mentoring skills is the use of The Mentor Scale found in Appendix E. This scale can be used to assess one's worthiness to be a good mentor by answering 39 questions, completing the scoring form, and reading the interpretation.

Protégés also need to possess traits for a mentor/protégé relationship to work. These traits include:

1. A willingness to assume responsibility for their own growth and development.
2. The ability to accept criticism, guidance, and suggestions.
3. An ability to communicate openly with a mentor, expressing their weaknesses, desires, and willingness to learn.
4. Be upwardly mobile with a desire to progress in an organization.

Research Question 5. Who should institute the mentoring program on Orlando Fire Department and what steps should be taken to get the program started?

Over the next three years Orlando Fire Department is facing a turnover that will effect almost the entire staff of managers. A mentoring program can be another tool in developing the skills of future managers. Because, this is an organized training effort the facilitation and coordination should be done through the training division. By actively recruiting mentors then identifying those employees that are expected to advance in the ranks a program can then be organized to begin the formalized, facilitated mentoring program.

The program design should have components that (a) meet the perceived needs of the organization, (b) possess a process for selection of mentors and protégés and a means for matching mentors and protégés on the basis of skills to be developed, (c) include negotiated agreement between the mentor and protégé, (d) are coordinated by someone responsible for

maintaining the program and supporting relationships, and (e) include evaluation tools to adjust the program as needed and determine outcomes and benefits.

Research Question 6. What are the expected results of formalizing a mentorship program within Orlando Fire Department?

The expected results of a mentoring program for the Orlando Fire Department will be to groom future managers in the responsibilities, techniques, and culture needed to be functional and productive managers. The expected turnover and large number of newly promoted managers during the next three years a facilitated mentoring program developed for the fire department should result in an easier transition from tenured, experienced management staff to newer less experienced ones.

There is no doubt that the department will experience great change as a result of new management styles and different thought patterns resulting from the large turnover in management. With several years of an established mentoring program the change in culture and function should be kept on a level plane maintaining the cohesiveness presently found on the department.

Another positive aspect of a facilitated mentoring program is the expected result that those who have been mentored in the past are more likely to mentor in the future. Therefore, the managers who are guided into the practice of management by experienced leaders will themselves choose to guide those who will follow in their footsteps using the skills they learned during their own mentoring relationship. The cycle of mentoring may be experienced for many generations of firefighters to follow.

## DISCUSSION

The research conducted for this project indicates that a facilitated mentoring program within the fire service could bridge the gap between those who are wise through experience and those who are willing, eager, and excited about learning how to do a better job working, leading, and managing the fire service. Private industry has found that facilitated programs work well for grooming both future managers and even shows merit for guiding middle managers into upper management positions. Miller (1998) made this clear by stating "... 94 percent of executives said that having a mentor is important for professionals just beginning their careers" (p. 25). It is also evident that those managers who succeeded in their careers through mentoring are more likely to informally take a protégé under their wing and act as their mentor which begins a cycle of preparing managers for the future. Koteff (1998, p. 31) put this benefit in perspective by her statement, "what goes around, comes around".

The literature presents some controversy about developing a mentoring system that is mandated versus one that exists on a strictly voluntary basis. Most agree that a forced system is not practical and is usually met with opposition, but many suggest that tying the program to either a performance review or to monetary benefits is the most functional means of developing a working program. Some believe the best program would exist on a purely voluntary basis (Hill, 1992) but because of the present culture of the fire service, discounting the worthiness of middle age managers, this style of program would not be expected to succeed. Furthermore, an informal, strictly voluntary program may lack guidance, structured goals, and may miss those employees representing minority and protected classes.

Mature, tenured officers are filled with wisdom, knowledge, and experience, but because of the culture found in the fire service, these valued managers are led to believe that they are not



as worthwhile as younger, more educated ones. To the contrary of this belief, Sheehy (1981) theorizes that those in their mid-forties possess a strengthened sense of self and a refreshed sense of purpose, ushering in “a stage of renewal in the fifties that can be a gateway to life’s most confident and satisfying years” (p. 32). Erickson (1959) previously called this stage “generativity” which included “an attitude of caring for others and a decision to help others benefit from one’s own knowledge and experience” (p. 78). Understanding these stages it is reasonable to understand why these tenured officers are the best suited in a mentorship role.

For a facilitated mentoring program to work on Orlando Fire Department a change in culture must take place. This may be accomplished through education in the form of an orientation program demonstrating the benefits of a mentoring program to both members of management and prospective protégés. In addition to discussing the benefits experienced by both the mentor and protégé other subjects should be reviewed to include the goals and objectives to be evaluated in the program, time frames for both the completion of the program and the time expected to be spent between the mentor and protégé per week or month. The Orlando Fire Department should sell the idea that with age comes wisdom, with experience comes knowledge and both wisdom and knowledge are needed by the fire service management to progress into the future. Neither the protégé nor mentor should enter the program without recognizing the dedication required for program success, benefits to both participants, and pitfalls that may be experienced. Hausman (1998) put it best by stating, “These people have already been through these things and can watch over you and guide you through. There is no reinventing the wheel this way” (p. 33).

There is no doubt that firefighting is a young person’s job. The physical demands of the firefighting effort are better accomplished by a young eager work force. Generally speaking,

they can pull hose harder, search faster, climb higher stairs, and carry more weight than an older firefighter can, and do it for longer. As Aubrey and Cohen (1995) put it “Midlife was seen as a dangerous stage in a career where a person’s skills were no longer up to date and one’s contribution became of questionable use...”(p. 32). But this should not mean that a 50-year-old member of the department is of no value. In fact Sheehy (1981) states “...the mid-forties can bring a strengthened sense of self and a refreshed sense of purpose, ushering in a stage of renewal in the fifties that can be a gateway to life’s most confident and satisfying years (p. 63). These older fire service employees, many of who hold a chief’s rank, have enough wisdom and knowledge to be a valued resource for any department. The scope of today’s fire service does not just involve the brute force necessary to put the wet stuff on the red stuff. Older fire department members may be the most valued employees and by using them to guide future fire department leaders the fire service will progress ahead and more easily make the transitions that are facing the Orlando Fire Department in the future.

## **RECOMMENDATIONS**

A facilitated mentoring program will be a useful tool for developing the future managers for Orlando Fire Department. Although a facilitated mentoring program is an expedient way to prepare new managers for the responsibilities, roles, and challenges presented in a management position it is not a stand-alone cure all. A facilitated mentoring program is one tool of many that should also include a more structured formal education, fire department based management training programs, combined with the mentoring program. Because of the radical turnover in management staff that will be experienced on the department over the next three years a program that taps into the knowledge of the present management staff and uses that knowledge to develop

the skills of their protégés is a needed tool. A facilitated mentoring program has the potential to smooth the transition between the newly promoted managers with the incumbent ones.

The first step is to identify the coordinator of the mentoring program. The coordinator must either be a member of the training division or work closely with the training division during the institution of the program. The coordinator must be responsible for the logistics necessary to produce and track the progress of the program. The coordinator would also, through the use of questionnaires determine the needs of the protégés and the skills of mentors so that a pairing can be made to meet the needs and strengths of each.

The Orlando Fire Department training calendar for 1999 includes four officer-training modules, one scheduled during each quarter. During these four sessions the mentoring program could be instituted using each of these scheduled class as a development stage for the mentoring process. Subjects such as an introduction to mentoring, giving and receiving feedback, identifying strengths and weaknesses, and developing short and long range plans between mentor and protégé could be discussed.

During the first module an orientation to mentoring will be conducted, discussing the history of mentoring, benefits expected, and identifying the needs of the participants through the completion a survey/questionnaire. These survey results may be beneficial to the participants by providing feedback about personality type, strengths and weaknesses, and even identifying how they learn best. The survey results can also be used by the coordinator to guide the selection of a mentor for each protégé that will meet the particular needs of each participant.

During the second meeting a class will be conducted on giving and receiving constructive feedback followed by an overview of the results identified from the survey completed during the first class. Then each participant will be given the results of their survey identifying not only

their particular needs for development but also identifying their strong points as well. Each participant should receive a written document identifying ideas and suggestions for development as identified by the coordinator.

During the third meeting, those who choose to progress in the program will be matched with a mentor. Together they will spend time developing a plan of action identifying time frames, meeting places and formulate an agreement.

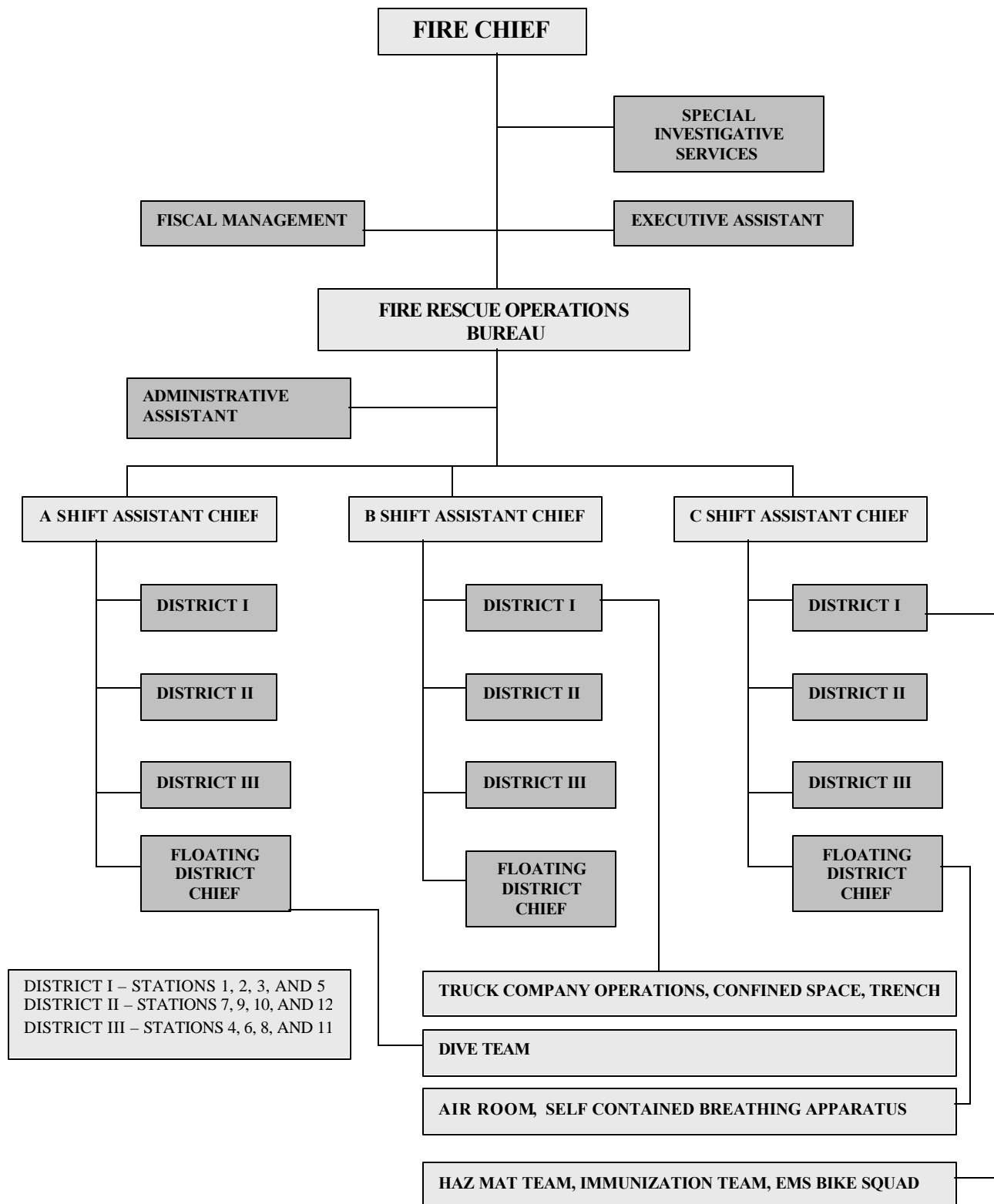
The fourth meeting will be used as an opportunity for the mentor and protégé to discuss successes, difficulties, lessons learned and fine tune the agreement made between both participants. This meeting is vitally important to assess the cohesiveness of each pair and adjust the groups as needed. As identified in the literature review, not all managers possess the skills to be a good mentor. Some skills can be learned but other skills are either already present or will always be absent. Because each protégé will be paired with a mentor from the management staff this and future meetings will be an opportunity for the coordinator to assess the effectiveness of each mentor and the dedication of each protégé.

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## APPENDIX A

## Orlando Fire Department Organizational Chart of Operations Division



**APPENDIX B**  
**Educational Requirements for promotion on Orlando Fire Department**  
**(City of Orlando, Civil Service Code, 1997, p. 14)**

4. In addition to all other requirements of this Code, all members added to or remaining on the eligibility list for District Chief or Assistant Chief shall have acquired the number of college hours or the college degree listed below from an accredited college or university in any field of study. The college or university shall be accredited by an accrediting agency belonging to the Council on Post Secondary Accreditation.

An Associate of Arts (AA) or an Associate of Science (AS) or higher degree shall satisfy any of the requirements up to and including 60 hours. A Bachelor of Arts (BA) or Bachelor of Science (BS) or higher degree shall satisfy any of the requirements listed below:

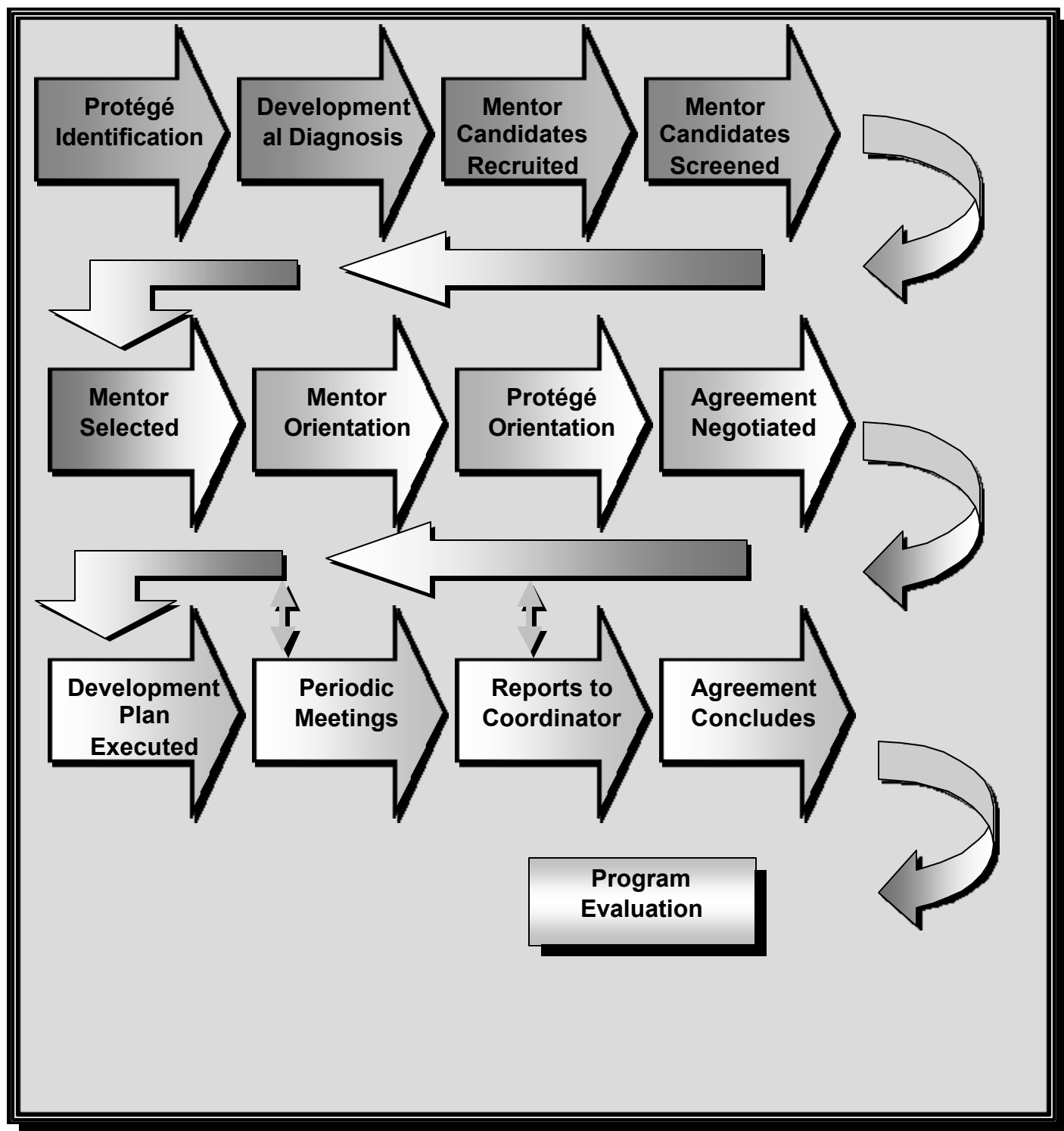
Implementation Schedule

<u>Year</u>	<u>Rank</u>	<u>Semester Hours</u>
1997	District Chief	60
1997	Assistant Chief	72
1998	District Chief	Associate Degree
1998	Assistant Chief	89
1999	District Chief	Associate Degree
1999	Assistant Chief	104
2000	District Chief	Associate Degree
2000	Assistant Chief	Bachelor's Degree

Where an Associate Degree is required, a certified transcript from an accredited college or university verifying completion of at least 60 semester hours toward an identifiable Bachelor's Degree shall be accepted. The full course requirements of the degree being sought shall be described in a college publication or catalog, copies of which shall be provided with the transcript for review. The college or university shall be accredited by an accrediting agency belonging to the Council of Post Secondary Accreditation.

- a. A maximum of thirty-three (33) hours credit may be accepted from non-college accredited institutions such as vo-tech schools or the Florida Fire college in the disciplines of fire inspection and fire officer leadership. One forty (40) hour vocational education course may convert to three (3) semester hours.
- b. Credit shall be permitted for courses taken at or through the National Fire Academy. The credit will be determined by the American Council on Education (ACE) recommendation for each course. These credits shall not be limited by the terms of Paragraph a. above.
- c. The Fire Chief shall be the final authority as to the courses accepted to meet the requirements of 6.11.D.4.
- d. Candidates on the promotional list for either District Chief or Assistant Chief not fully complying with the educational requirements as set forth above shall be dropped from the eligibility list.

**APPENDIX C**  
**Model for a Generic Facilitated Mentoring Program**  
(Owen, 1991, p. 69-71)



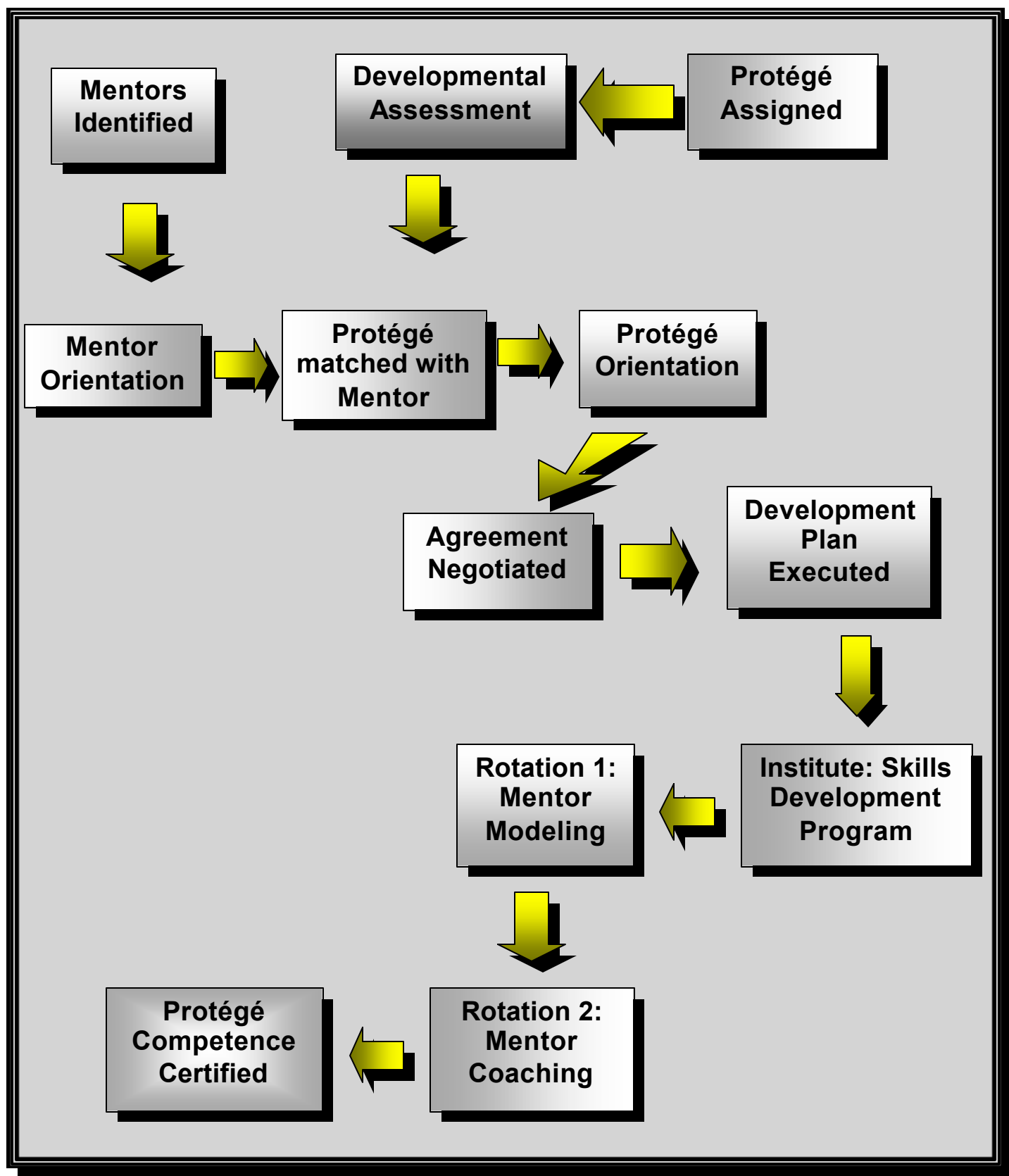


The steps of the generic mentoring program are as follows:

1. Protégé identification. This step involves the selection of individuals who show promise and are expected to excel in the fire department. If one of the goals is to target protected classes it is this step that identifies those who show the ability to succeed. Other protégés may volunteer, be nominated by supervisors, or be selected through testing.
2. Developmental Diagnosis. The developmental needs of the protégé are determined and some form of individual development plan is prepared. The needs of the protégé may be determined by the protégé himself or may be identified by a supervisor or manager. There may also be general shortcomings that all protégés will have added to the development plan such as an emphasis on budgetary subjects. Development needs and skill deficiencies should be ranked in order of priority.
3. Mentor Candidate Recruitment. This step produces the individuals who will function as mentors. They may volunteer for the role or may be chosen by the protégé or senior management staff.
4. Mentor candidate screening. Volunteers or selectees are screened and prequalified by the administrator of the program or an advisory board. The general ability and willingness of the mentor are assessed and a determination of worthiness established.
5. Mentor selected. A mentor is selected for a particular protégé weighing the needs of the protégé and the ability of the mentor to provide practice or guidance in those areas.
6. Mentor orientation. The orientation should include such items as time commitments, types of activities, budgetary support, effects of the relationship with the natural boss, and reporting requirements.
7. Protégé orientation. The subjects covered in this orientation are similar to those covered in the mentor orientation. Other topics should include assertiveness training and career planning.

8. Agreement negotiated. A clear agreement must be agreed upon between the mentor and the protégé. This agreement should be a list of written objectives, goals, a statement of confidentiality, duration of the relationship, frequency of meetings, and the amount of time to be invested in the program.
9. Development plan executed. The protégé and mentor then develop a plan that will become the contract between the mentor and protégé for as long as the protégé wants assistance.
10. Periodic meetings. These meetings should be prearranged to discuss performance planning, coaching, and feedback sessions. The frequency depends on the nature of the relationship and should be mutually agreed upon by both participants.
11. Reports to the coordinator. To evaluate the results of the mentoring process, both the mentor and protégé submit periodic reports. These reports should be reviewed by a coordinator and if needed suggestions made to improve the relationship. These reports are also used to determine the program effectiveness and evaluate the overall usefulness of the program.
12. Agreement concludes. The relationship should have a sunset clause built in when the goals and objectives of the mentoring relationship are met or when one of the pair believes it is no longer productive.

**APPENDIX D**  
**Small Public-Sector Mentoring Program Model**  
(Owen, 1991, p. 75-79)



This mentoring model is relevant for any organization that needs to groom people for a position requiring special skills. Examples include high-risk jobs and service positions.

1. Mentors Identified – The mentor is selected from the experienced incumbent employee who possess the knowledge necessary to guide and advise one entering the field.
2. Mentor Orientation – The orientation is designed to include training and practice in interpersonal skills, coaching, and giving feedback.
3. Development Needs Assessment – Conducting an assessment is necessary to design and plan a customized development process.
4. Protégé Matched with Mentor – The objective of this step is to match the work styles and personalities of both the protégé and mentor.
5. Protégé Orientation – Here particular stress must be given to the timely execution of the development plan.
6. Agreed Negotiated – Here a set of goals and objectives are discussed, listed, and agreed upon.
7. Development Plan Executed – Because the mentor time with a protégé may be limited it is important the this step be instituted immediately and any activities outside specific job duties be given secondary priority.
8. Protégé Institute – This design includes a dedicated time of formal training for the protégé at a training institute. The content of such training should be job-specific.
9. Mentor Modeling – An initial period of time is set aside for the mentor to model or demonstrate all the skills and competencies to be learned by the protégé.
10. Mentor Coaching – During this part of the process the protégé takes the active role with the mentor acting as coach.
11. Protégé Competence Certified – The relationship concludes when the competence of the protégé is certified, or when a decision is reached to not certify the protégé for the position.

**APPENDIX E**  
**The Mentor Scale (Bell, 1996, p. 39-44)**

- |   |                  |                  |
|---|------------------|------------------|
| 1. People probably see me as  | a. a soft touch  | b. hard nose     |
| 2. Workdays I like the most are   | a. unpredictable | b. planned       |
| 3. When it comes to celebrations,<br>most organizations need                        | a. fewer         | b. more          |
| 4. When I evaluate people, my<br>decisions are based on                             | a. mercy         | b. justice       |
| 5. My approach to planning my<br>personal activities is                             | a. easygoing     | b. orderly       |
| 6. People generally see me as a<br>person who is                                    | a. formal        | b. personable    |
| 7. When it comes to social<br>situations, I tend to                                 | a. hold back     | b. jump in       |
| 8. I like to spend my leisure<br>time in ways that are fairly                       | a. spontaneous   | b. routine       |
| 9. I believe leader should be more<br>concerned about employee                      | a. rights        | b. feelings      |
| 10. When I encounter people in need<br>of help, I'm more likely to                  | a. avoid         | b. pitch in      |
| 11. When I am in a group,<br>I typically  | a. follow        | b. lead          |
| 12. Most people see me as   | a. private       | b. open          |
| 13. My friends know that I am   | a. gentle        | b. firm          |
| 14. If I were in a group of strangers, people<br>would most likely remember me as a | a. listener      | b. leader        |
| 15. When it comes to expressing my feelings,<br>most people probably see me as      | a. guarded       | b. comfortable   |
| 16. When people I depend on make<br>mistakes, I am typically                        | a. patient       | b. impatient     |
| 17. When I eat out, I generally order<br>food that                                  | a. sounds unique | b. I know I like |
| 18. In general, I prefer  | a. the theater   | b. a party       |

- |  |                 |                  |
|--|-----------------|------------------|
| 19. In a conflict, when anger is involved<br>my emotional fuse is usually    | a. long         | b. short         |
| 20. In an emergency situation, I would<br>likely be                          | a. calm         | b. anxious       |
| 21. I prefer to express myself to others<br>ways that are                    | a. indirect     | b. direct        |
| 22. I am likely to be ruled by   | a. emotion      | b. logic         |
| 23. When in new and unfamiliar situations<br>I am usually                    | a. carefree     | b. careful       |
| 24. In a festive social situation, I am<br>usually                           | a. passive      | b. active        |
| 25. When I am blamed for something I did<br>cause, my initial reaction is to | a. listen       | b. defend        |
| 26. If I am in a situation in which I lose or am<br>left disappointed, I get | a. sad          | b. mad           |
| 27. If someone came to me in tears,<br>I would probably feel                 | a. awkward      | b. at home       |
| 28. Most people see me as  | a. an optimist  | b. a pessimist   |
| 29. People usually see me as   | a. uncritical   | b. critical      |
| 30. If people were given a forced choice, they<br>would say I was            | a. too quiet    | b. too loud      |
| 31. At the end of a long party, I<br>usually find myself                     | a. exhausted    | b. energized     |
| 32. When I work on projects, I am best<br>at getting them                    | a. started      | b. completed     |
| 33. I believe people should approach their<br>work with                      | a. dedication   | b. inspiration   |
| 34. My social blunders typically leave me                                    | a. embarrassed  | b. amused        |
| 35. When my organization announces a<br>major change, I get                  | a. excited      | b. concern       |
| 36. People are likely to see me as   | a. firm         | b. warm          |
| 37. After a tough day, I like to unwind                                      | a. alone        | b. with others   |
| 38. Change is most often your  | a. friend       | b. adversary     |
| 39. My work and social life  | a. are separate | b. often overlap |

## Scoring and Interpretation

### ***Sociability***

Using simple hash marks, tally you're A's and B's for the 13 sociability items.

1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37      Totals   A's \_\_\_\_\_      B's \_\_\_\_\_

### ***Dominance***

Do the same for the 13 dominance items...

2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38      Totals   A's \_\_\_\_\_      B's \_\_\_\_\_

### ***Openness***

...and for the 13 openness items.

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39      Totals   A's \_\_\_\_\_      B's \_\_\_\_\_

## ***INTERPRETATION***

The scale measures, at one point in time, a mentor's need for sociability, dominance, and openness, all crucial components of an effective mentoring relationship.

***Sociability*** has to do with your preference for being with or apart from others. People with high column-A scores in sociability tend to be reserved loners; those with high column-B scores tend to be outgoing joiners. People with similar numbers of A's and B's are neither highly sociable nor highly reserved; they can be moderately sociable or moderately reserved, depending on the situation.

People who have high sociability scores will find the rapport-building and dialogue-leading dimensions of mentoring easier. They will have to work hard to avoid dominating discussions.

***Dominance*** is about your preference regarding being in charge. People with high column-A scores are comfortable having someone else do the leading, and often prefer it. People with high column-B scores tend to like being in control and often assert that need. Low dominance scores can also indicate a high need for independence. People with balanced scores are neither highly dominant nor highly submissive. They can control moderately or not at all, depending on the situation.

Dominance is a major issue in mentoring with a partnering philosophy. The whole concept of mentoring today is based on a relationship of shared power. High dominance scorers are reluctant either to give up control or to share control of the relationship; they have to work hard to listen rather than talk.

**Openness** refers to how easily you trust others. High column-A scores are found among people who are cautious, guarded, and reluctant to show feelings. High column-B scores are typical of people with many close relationships, who are comfortable being vulnerable and tend to express their feelings easily. People with similar A and B scores are moderately open or moderately cautious, depending on the situation.

High openness scorers will find it easy to reveal themselves in a mentoring relationship. In fact, their challenge is to be candid and open enough to encourage the protégé to do likewise, while not being so aggressive as to overwhelm or intimidate the protégé.